



Dover School District  
SAU 11

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# Technology Plan 2014-2017

## Access to Technology Committee

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Mark Raiche, Dover High School Building Technology Coordinator

Linda Smart, Horne Street School, Library Media Specialist

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Laura Horan, Woodman Park Elementary, School Library Media Specialist

The Dover School District is home to over 4000 students. Dover High School and Regional Technical Center has 1348 students, Dover Middle School has grades 5-8 and serves 1114 students. The three elementary schools are: Garrison (470), Horne Street (518), and Woodman Park (630).

Dover is the oldest continuous settlement in New Hampshire, founded in 1623. Originally a well-known port and mill town, the city of Dover is a thriving seacoast city within 65 miles of Boston, MA, Concord and Manchester, NH, and Portland, ME. Dover is part of and host to a tri-city regional career-technical collective system, including Rochester and Somersworth, NH, which serves incoming students from several surrounding townships.

A city of nearly 28,500 residents, Dover has been host to significant economic growth in the past decade. In November of 2008 the community voted in a tax cap based on the Consumer Price Index. Currently, residents are employed in a range of area industries, the largest employers being Liberty Mutual, Portsmouth Naval Shipyard, the University of New Hampshire, Wentworth-Douglass Hospital, and the City of Dover. The current unemployment rate in the city is 3.3%. The median income for a household in Dover is \$43,873 with a per capita income of \$23,459. 4.8% of Dover families are at the poverty line. Of this total, 9.4% are under 18 years and 5.7% are 65 years or older. The School Department is fortunate to have a close partnership with Dover Adult Learning Center, the HUB Family Resource Center, and Strafford County Head Start; these agencies help to ensure educational opportunities and continuity from birth to adulthood.

## **DOVER SCHOOL DISTRICT 5 YEAR ACTION PLAN 2010 – 2015**

**Mission:** Strengthening our community by educating every child, every day!

**Vision 2010 - 2015:** Teachers and students will be held accountable to a standard of excellence, emphasizing collaboration, innovation and best practices in teaching and learning.

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### **Goals 2010 - 2015:**

#### **I. Curriculum**

All students will be provided with aligned, rigorous, and research-based instructional materials to prepare them for the 21<sup>st</sup> century learning and post- secondary opportunities.

#### **II. Instruction**

All educators will partner with colleagues to create an instructional climate that values coaching, modeling, and a collaborative culture to improve teaching practices.

#### **III. Assessment**

All educators will use assessment information to improve achievement of all students.

#### **IV. Environment**

Educators, students and parents will partner to create a positive, engaging and safe school environment.

#### **V. Technology**

Teachers and students will use technology to enhance learning.

### **CURRICULUM**

- Create a shared understanding of the Common Core State Standards(CCSS) and begin integration to align with district curriculum
- Dover Growing Readers (DGR)/ Dover Growing Writers (DGW)/ Math in Focus (K-8)
- Competency alignment with CCSS (K-12)

### **INSTRUCTION**

- Full implementation of Inquiry based model including learning walks to provide feedback on instructional effectiveness
- Full implementation of DGW grades K-8

**ASSESSMENT**

- Develop a systematic process of monitoring progress at the classroom, building, and district levels to maximize student achievement
- Strengthen District interventions/RTI initiatives for student growth
  - STAR (universal screener) reading and math K-8
  - Do the Math progress monitoring K-8
  - AIMSWeb - SpEd Only K-12
  - Benchmark literacy assessments K-4
  - School based and classroom assessments, Student Learning Objectives (SLO) and Performance Based Assessments (PBA)

**ENVIRONMENT**

- Foster increased partnership connections and support with community
- Create an environment where peer to peer collaboration and capacity is embraced and practiced

**TECHNOLOGY**

**Technology Committee Vision:**

The Dover School District believes the interdisciplinary approach to technology facilitates learning that is challenging, engaging, and effective. It is recognized that some technical skills must be taught in isolation, however research shows that technology should be used in authentic ways in all subject areas. Therefore, it is our philosophy that technology must be integrated into the regular classroom curriculum.

<b><u>Committee Action</u></b> <b><u>Items</u></b>	<b><u>Responsibility Definition</u></b>		
	<b><u>Technical</u></b>	<b><u>Education</u></b>	<b><u>Leadership</u></b>
Articulate to teaching staff that use of technical equipment is not another program to implement, but is part of current curricula.	Support of hardware and applications	Identification PD necessary for teacher to make technology integral to instruction	Interact and identify quality PD w/assistance of PD Committee
Monitor DSD committee initiatives, recommendations, discussions and inquiries.	Analysis of hardware/ application compatibilities with DSD owned equipment	Recommendations - implementation of hardware and application packages	Attend DSD meetings or review minutes for items of interest
Support use of data by: district and school data teams, and provide technical support to teachers using application	provide technical support to teachers/admin using data applications	Identify PD for technical application of data sources /applications	Monitor applications used by DSD to manipulate data

Investigate and support portfolios	Hardware /Software Application compatibility	Understand and provide DSD teachers with guidance on development and maintenance	Identify NH DoE requirements/ recommendations
Recommend and support professional development for understanding and use of all technical equipment	Identify new hardware/ Applications requiring PD	Understand the educational intentions monitor understanding and accepted usage	Monitor
Equipment Maintenance	Inventory √ Hardware √ Software √ Application		Monitor
Inventory:	Maintenance of detailed records of all Hardware		Monitor

**Goals:**

- To ensure that all teachers and students have increased access to technology.
- To improve ICT literacy throughout the District.
- To improve the capacity for all teachers in the District to effectively integrate technology into curriculum and instruction.
- To provide professional development for teachers, staff, librarians and Administrators to further the use of technology in the classroom.
- To use technology effectively to promote parental involvement and increase communication with parents.
- Improve availability of technology devices to students, working towards a 1:1 goal.

**Action Plan: Access to Technology Resources**

- Goal 1-1: To ensure that teachers and students have adequate access to computing technologies including the use of a Communication/Collaboration tool.
- Goal 1-2: To continue to increase bandwidth on all LAN, WAN and Wi-Fi connections to meet the growing demand of the District.
- Goal 1-3: To evaluate the need for additional hardware technologies and purchase as appropriate.
- Goal 1-4: Create a System for District Software Standardization
- Goal 1-5: To ensure that the District IT Department can continue to meet the growing demands of the District Faculty, Staff, Students and SAU Office.

**Goal 1-1: To ensure that teachers and students have adequate access to computing technologies including the use of a Communication/Collaboration tool.**

The last few years have seen explosive growth in the number of devices connected to SchoolNET. Recent initiatives around BYOD along with the decision at DHS to allow students to use their laptops, tablets and smartphones while at school have added an estimated 1000 nodes to our network. In addition, since 2009, we have added 400+ PC's and Laptops to the SchoolNET network, along with 200 or so iPad devices.

On average, over the last few years, the money budgeted for device additions or replenishment has dropped due to budget constraints. Thus a 1:1 ratio seems unrealistic at this time, although we are working to increase the number of devices available.

Devices used by students include tablets (Windows, Android, Apple), Kindles, Nooks, smartphones and laptops. Dover School District will evaluate additional platforms and technologies to ensure that the best available solutions are in use by students.

**Goal 1-1: Action Item**

1. Maintain the current line item in the budget to ensure the proper life cycle replacement of aging systems can be supported, as well as purchase new technologies that will further the school district's goals.

**Goal 1-2: To continue to increase bandwidth on all LAN, WAN and Wi-Fi connections to meet the growing demand of the District.**

We continue to expand our wired network as needed and to expand our Wi-Fi coverage to support both public access and the secure school networks (SchoolNET Public and SchoolNET Secure).

**Goal 1-2 Action Item**

1. The IT department will continue to monitor LAN/WAN bandwidth utilization at all locations and recommend upgrades as needed.
2. Maintain the current "network" line in the budget.

**Goal 1-3: To evaluate the need for additional hardware technologies and purchase as appropriate.**

As Dover has grown in our use of technology, we have peripherals such as SmartBoards, LCD projectors, Document Cameras, Printers, iPad and laptop carts, etc. to support our path forward in creating technology rich schools.

**Goal 1-3 Action Item**

1. Discuss and evaluate the use of such technologies and their appropriateness at each classroom level.
2. Maintain a budget line item for the purchase of such devices and expand or shrink that line as the district's priorities evolve.

#### **Goal 1-4: Create a System for District Software Standardization**

Ensure all software is reviewed by the technology committee to ensure compatibility and reduce redundancies throughout the district. The committee will also work towards having all buildings utilize technologies in a standardized manner so that parents, students and staff moving between buildings and grades have seamless transitions.

##### Goal 1-4 Action Item

1. Establish review process by technology committee to review future purchases.
2. The technology committee will create a checklist of expected technology skills and program expertise that staff are expected to master.

#### **Goal 1-5: To ensure that the District IT Department can continue to meet the growing demands of the District Faculty, Staff, Students and SAU Office and through the use of cloud services, ensure secure availability of documents anywhere, anytime.**

Currently, a number of different solutions are used to address needs such as grading, lunch services, athletics, notices, website, and parent portals. The committee will evaluate other Student Information System solutions in the hope of finding a more integrated and cost effective solution for the district.

The District IT Department currently consists of 12 people, including:

- 1 Technical Support Services Manager
- 1 District Data Coordinator/Administrative Assistant
- 3 Building Technology Coordinators
- 5.6 Para-professional technicians.

##### Goal 1-5 Action Item

1. The technology committee will gather information, evaluate, and recommend SIS solutions to the administrative team.

#### ***PART 4: Action Plan: ICT Literacy***

In July, 2005 the State of New Hampshire adopted a new set of State Minimum Standards. These new standards included a section for Internet and Communication Technology Literacy - ICT Literacy (Ed 306.42) - which require students to complete at least 1/2 credit of computer technology literacy prior to high school graduation. These standards were adopted to better



reflect the current understanding of 21st century literacies. ICT standards designed to ensure students learn 21<sup>st</sup> century skills.

In 2006 the School Board adopted Dover's Scope and Sequence document, aligned to ICT Standards, describing the various skills expected at each grade level. This Scope and Sequence document was then turned into a series of "I Can..." statements.

Due to an unusually high turnover in the Curriculum Director's position, little has been completed at this point to incorporate ICT into any curriculum.

In addition, technologically speaking, 2014 is a much different world than it was in 2005 and the definition of 21<sup>st</sup> Century skills has shifted somewhat. In 2005, iPads and the subsequent popularity of tablets and Smart Phones did not exist. Students must be prepared for a new, constantly evolving 21<sup>st</sup> Century skill set. Thus, it is imperative the District move aggressively to adopt ICT literacy into all aspects of curriculum.

- Goal 2-1: The District will reevaluate Scope and Sequence documents and "I Can..." statements and revise, if necessary.
- Goal 2-2: The District will develop a plan to integrate Information and Communication Technology (ICT) into the curriculum, based on revised "I Can..." statements.
- Goal 2-3: The District will implement a Professional Development strategy that supports the implementation of the ICT Plan and ensures that "Teachers Can Too." (See Part 5: Professional Development.)
- Goal 2-4: The District will evaluate different Student Portfolio products, select one, and begin implementation.
- Goal 2-5: The District will continue to make Distance Learning available to students.

**Goal 2-1: The District will reevaluate Scope and Sequence documents and "I Can" statements and revise, if necessary.**

In 2006 the School Board adopted Dover's Scope and Sequence document, aligned to ICT Standards, describing the various skills expected at each grade level. This Scope and Sequence document was then turned into a series of "I Can" statements.

Seven years later it is time to reevaluate these statements based on the changing face of technology around the District. The 2006 statements are based solely on the use of a Windows XP-based workstation.

Since 2006 technologies have evolved as iPads, Tablets, Smartphones and social media has overrun the world. Thus, we feel that a reevaluation of ICT Standards and our subsequent "I Can" statements is in order. Any revision of such standards should not only meet but exceed State minimum requirements defined in Ed 306.42.

Goal 2-1 Action Item

1. Documents should be reviewed and revised as needed.

**Goal 2-2: The District will develop a plan to integrate Information and Communication Technology (ICT) into the curriculum, based on revised “I Can” statements.**

Following Goal 2-1, Goal 2-2 seeks to incorporate the District’s “I Can” statements into our Curriculum at all levels.

Integration could take place through one of the following processes:

- Creation of new curriculum. The District could design course, sessions, etc... that specifically address ICT. This would be used to segment current curriculum.
- Integration into current curriculum. This integration would be included going forward as part of the District’s regular Curriculum Adoption Schedule. New courses in Social Studies, Math, Science, Literature, etc... would be required to include components that meet or exceed ICT Standards.

Goal 2-2 Action Items

1. Determine, in conjunction with the Curriculum Committee, the best way in which to integrate ICT Standards in Dover.
2. Implement.

**Goal 2-3: The District will implement a Professional Development strategy that supports the implementation of the ICT Plan and ensures that “Teachers Can Too.” (See Part 5: Professional Development.)**

Any ICT Plan developed will have to be supported and implemented by our teachers and para-professionals. Thus the District will need to incorporate into this process a certain amount of PD, ensuring that teachers themselves have the knowledge and skills to pass along to their students.

Thus, as technology is integrated into the curriculum, a gap analysis should be performed to determine whether or not the teachers have the knowledge and skill needed to implement the technology with the student, and professional development should be offered to the teachers to help them ramp up. Professional Development should also be offered on any Student Portfolio products used by the District (see Goal 2-4.)

Training could take place via one of the following possible methods:

- Training could be included as part of the regular PD schedule on days designated for professional development.

- Training could be offered after school via the resurrection of “Tech Tuesdays.”
- Online CBT could be offered.

Important to note is the fact that such training should be \*required\* for teachers who are responsible for implementing ICT Standards.

Goal 2-3 Action Item(s)

1. As technology is integrated into the curriculum, a gap analysis should be performed to determine if the teachers have the skills needed to implement.
2. Just-in-time training should be offered to teachers, if needed.
3. ICT PD should be incorporated into the District’s culture and climate.

**Goal 2-4: The District will evaluate different Student Portfolio products, select one, and begin implementation.**

Once implemented, ICT Standards require that digital artifacts proving student’s ICT Literacy be preserved in a Student Portfolio. The District will be evaluating Portfolio products in the coming year. Currently, the District is evaluating Pixel Media’s “Backstory” product for such a purpose.

Goal 2-4 Action Item(s)

1. The District will review and evaluate Student Portfolio products.
2. The District will select a Student Portfolio product.
3. The District will provide PD to teachers on the use of such product.

**Goal 2-5: The District will continue to make Distance Learning available to students.**

The District uses VLAC and NOVANet, and should continue to do so.

Goal 2-5 Action Item(s)

1. Keep using VLAC and NOVANet.
2. The district will continue to attempt to fund a tech integrator which could better utilize these learning options.

***PART 5: Action Plan: Professional Development***

The expectation of Dover’s Professional Development Master Plan is that educators, paraeducators, and IT staff will work collaboratively with peers to develop deeper understandings of learning and its impact to student achievement. All educators will work on a continuous, systematic approach to create an area of inquiry with student achievement at its core; make and implement the plan that embeds professional development as a teaching/classroom activity; collect and assess data collaboratively; and evaluate and share

their learning to a larger audience.

In one of 16 key research findings in the National Staff Development Council's report entitled, *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*, they found that "While teachers need substantial professional development in a given area (close to 50 hours) to improve their skills and their students' learning, most professional development opportunities in the U.S. are much shorter." The report also points out that collaboration amongst teachers and embedding their professional development into their classroom experience were essential to their growth as a learner and teacher.

Dover currently has major curriculum initiatives in math, language arts and writing across the curriculum to address the new Common Core State Standards that will be assessed beginning in 2014-15. Additionally, there are emerging initiatives with STEM, social studies, RTI, and all the associated integration of technology needs that align. It is the intent that this master plan will allow staff to integrate their personal growth and professional development with current and future district/school initiatives through a collaborative process with colleagues classroom experience, reflection, and analysis. An audit needs to be formally compiled of all technology within the District that teacher are required to use, expected to use, or interested in using. (For example, PC Technology, iPads, Microsoft Office, SchoolCenter, GradeBooks, etc...)

- Goal 3-1: Conduct a thorough analysis of technology currently in use and establish differential knowledge levels for each technology.
- Goal 3-2: Using the above model, determine same for all new technology brought into the District, especially that which supports ICT Literacy.
- Goal 3-3: Identify existing training sources.
- Goal 3-4: Integrate training into existing PD plans.

Important to note is the fact that for many technologies, Professional Development should be *\*required\** by the District in order to ensure success. Examples include GradeBooks and SchoolCenter and other technologies required by staff members' jobs.

**Goal 3-1: Conduct a thorough analysis of technology currently in use and establish differential knowledge levels for each technology.**

Goal 3-1 Action Item(s)

1. Determine core technologies
2. Establish levels of expertise.

**Goal 3-2: Using the same model, determine same for all new technology brought into the District, especially that which supports ICT Literacy.**

This is the “determine where we are” stage of any project. Across the District various technologies are used at various levels. The District needs to establish a core list of technologies that they feel teachers should be proficient at using. (For example, Office, GradeBooks and Schoolcenter.)

Over time, as ICT standards are implemented, and as new technologies are adopted, this group of “Core Technologies” is expected to evolve.

Once the core technologies are determined, different levels of expertise should be determined (for example, novice, intermediate and expert) based on the expected use of that technology as well as its level of integration into curriculum, and then those levels should be linked to the technologies different functions and features.

### **Goal 3-3: Identify existing training sources.**

Goal 3-1 established a list of core technologies and their varying levels of expertise. Goal 3-2 would then be to identify sources for training intended to get a teacher to a given level.

Training sources could include:

- In-house expertise
- Online Computer Based Training
- External training
- SPDC

#### Goal 3-2 Action Item(s)

1. Identify sources of training.

### **Goal 3-4: Integrate training into existing PD plans.**

Goal 3-1 established the Districts training needs. Goal 3-2 identified sources for that training. In Goal 3-3 we integrate the training into the District’s Professional Development Master Plan and begin to incorporate that training into teachers Individual PD plans.

#### Goal 3-4 Action Item(s)

1. Integrate the training into the District’s Professional Development Master Plan and begin to incorporate that training into teachers Individual PD plans.

## ***PART 6: Action Plan: Community Collaboration***

The Dover School District already works in collaboration with the Dover Adult Learning Center (DALC) which helps adults in the Strafford County area enhance their life-coping skills and improve their lives through basic education, job training, high school completion, and

enrichment classes. DALC helps its students become more effective lifelong learners, family members, workers, and citizens.

The Dover Career Technical Center also offers adult classes in certain technical areas such as electrical and plumbing, offering Dover citizens access to technology and education in our buildings.

Within our district, we provide many avenues for Faculty, Staff, Students, and Parents to easily maintain online communication. Our current communication tools include:

- SchoolCenter – district website
- GradeBooks
- OneCallNow – Instant Notification Software
- LunchBox
- Channel 22 – Dover Public Access
- Office 365 – Cloud Based Microsoft Office Products
- Working on student portfolios

All the school libraries are part of DoverNet. DoverNet is a consortium of the Dover school libraries and the Dover Public Library. They share a common database that allows access to all city library resources, both school and public to all the citizens of Dover.

The District has contemplated over the years the possibility of replacing one or more of these online tools with various other products. However, before doing so, we feel it is necessary to establish a framework by which these tools can be evaluated to determine their effectiveness in helping us communicate with the community.

Thus, the District's first goal should be to establish a framework for the evaluation of a given community collaboration tool (although this framework could be used to evaluate any give piece of technology within the District.)

- Goal 4-1: Develop a framework by which our online tools can be evaluated based on their value and effectiveness.
- Goal 4-2: Determine whether to: maintain, train-on and promote, or recommend replacement of online toolset.
- Goal 4-3: Maintain relationship with DALC.
- Goal 4-4: Maintain CTC Adult Education Programs.

**Goal 4-1: Develop a framework by which our online tools can be evaluated based on their value and effectiveness.**

Goal 4-1 Action Item(s):

This framework would seek to:

1. Identify the Districts need for a given tool, such as a website, etc... and the technology currently used to fill that need, if any.
2. Identify the functionality that a given tool should feature, such as document management, blogs, etc...
3. Determine whether or not the tool we have fits our needs, taking into account whether or not we are currently using our technology to its fullest potential.
4. Based on the above, determine whether to not to recommend replacement of the tool.

**Goal 4-2: Determine whether to: maintain, train-on and promote, or recommend replacement of online toolset.**

Based on the results of Goal 4-1, we will then require a process through which to recommend actions to take to make a tool more effective, or to replace that tool with one that is more effective.

Goal 4-2 Action Item(s)

1. Maintain funding and support for technologies deemed effective.
2. Create professional Development opportunities for tools deemed useful but underutilized.
3. Create a methodology for recommending replacement of online tools.

**Goal 4-3: Maintain relationship with DALC.**

Goal 4-3 Action Item(s):

1. Maintain relationship with DALC.

**Goal 4-4: Maintain CTC Adult Education Programs.**

Goal 4-4 Action Item(s):

1. Maintain CTC Adult Education Programs

***Part 7: Data Collection & Evaluation***

The Dover Schools Technology Committee will be investigating whether to use a pre-made survey or to create our own in-house survey to learn about the levels of technology integration in classrooms, access to technology at home for students, and professional development needs as well as program success.

The tech committee will use this information to guide decisions around staffing, purchases, and professional development needs as we move forward.

Responsibilities for collecting data and disseminating to the Technology Committee fall

to:

- **The technical support staff**, who keeps an accurate inventory of district infrastructure, hardware and software. This inventory allows the Technology Committee to evaluate the goals of The Access to Technology Plan.
- **The Professional Development Committee**, who documents professional development opportunities and attendance.
- **The principal led building data teams**, who analyze and summarize student achievement data for student instruction, curriculum revision, and staff development. Performance Pathways is used for analysis of student data by principal led building data teams. Data teams have been trained to use Performance Pathways and will act as mentors for their respective staff.

The Access to Technology Committee will analyze the data collected in order to review and plan district technological needs, curriculum and professional development. The Committee will then make recommendations for the use of technology in those areas, and use a collaborative process to facilitate its implementation. The Committee will then use this systematic process to provide for current needs, as well as plan for the needs of the future, incorporating those needs into future District Access to Technology Plans. It is believed that by following this approach, Dover School District will be able to provide for exemplary access to technology to faculty, staff and students, and become a leader in the 21<sup>st</sup> Century Classroom initiative.



**Part 8: Budget**

Year	Plan	What we need to support/Cost
FY 14-15	<p>Infrastructure upgrades, (Routers, Switches, Web Filter, Wireless Infrastructure)</p> <p>Probes for DHS science</p> <p>10 MacBooks and cart for DHS Art</p> <p>Chromebooks – including software management and carts</p> <p>Begin planning for SmarterBalanced</p> <p>PD on Chromebooks – leveled trainings Train staff and students on Chromebooks Begin work on moving all schools towards using the same software/hardware.</p> <p>Begin discussion of new website needs</p> <p>Create and execute assessments around teacher tech skills, tech usage, and current inventory needs.</p> <p>Develop life-cycle replacement plan</p>	<p>Wireless Infrastructure - \$152,000 Routers, Servers, Switches - \$100,000</p> <p>Science Probes: \$2400</p> <p>Macbooks - \$10,000</p> <p>Chromebooks total: (carts, books, management) \$57,585</p> <p>PD time, direct teacher and student training, vision for students Cost –\$25,000 – \$50,000 per year for PD.</p>
2016	<p>Continuing PD on using technology in the classroom</p> <p>Device rollout – get district to an average of 4:1 - DMS</p> <p>Begin standardization of teacher packages (Laptop, docking station, monitor, keyboard, mouse, wireless/HDMI projectors to be phased in as current projectors fail. INCLUDE PD on how to use hardware/software. )</p> <p>New Student Information System research (to roll out in 2017?)</p> <p>Begin Right Sizing of the IT dept.</p> <p>Life-cycle replacement</p>	<p>PD time, direct teacher and student training, vision for students Cost –\$25,000.</p> <p>Device Rollout – DMS - \$65,000</p> <p>Begin standardization of teacher packages - \$100,000</p> <p>Life-cycle replacement - \$100,000</p>
2017	<p>Continuing PD on using technology in the classroom</p> <p>Begin working towards 1:1 at DMS, beginning with 7<sup>th</sup> grade</p> <p>Roll out SIS</p>	<p>PD - \$25,000</p> <p>7<sup>th</sup> Grade 1:1 Roll out - \$100,000</p> <p>SIS - \$250,000</p>

2018	Continuing PD on using technology in the classroom  Continue 1:1 rollout at DMS  Life-cycle replacement	PD - \$25,000  DMS 1:1 Roll out - \$100,000  Life-cycle replacement - \$50,000
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**PART 9: Policies and Procedures**

Successful operation of the District's network requires that all users conduct themselves in a responsible, decent, ethical, and polite manner while using the network. Each user is ultimately responsible for his or her own actions in accessing SchoolNET. Misuse of any aspect of the network, including school hardware, school software and peripherals will result in disciplinary actions.

The Dover School District uses Sophos Web Filter to filter all traffic on both our public and private networks.

All users (Faculty, Staff and Students) who wish to access SchoolNET must sign an Acceptable Use Form acknowledging the receipt of the Acceptable Use Policy (AUP). These policies consist of the following:

- **EHAA** - The District's Acceptable Use Policy, which communicates the procedures, rules and guidelines for the use of technology within the School District. This document should be read by parents, students and all district employees.
- **EHAA-S** - Our Student Acceptable Use Form, which should be signed by all new students and their parents prior to gaining access to school computers.
- **EHAA-P** - The Staff and Faculty Acceptable Use Form, which must be signed by all district employees before they are given network and email account.

[Appendix](#)

Policy and procedure documents listed below are available on the District website at:  
[www.dover.k12.nh.us/tpdocuments](http://www.dover.k12.nh.us/tpdocuments)

**Policies**

EGAD—Copyright

EGAD-R—Copyright Compliance

ED306.04 (d)(5)—EHAA—Schoolnet Acceptable Use Policy School District Internet Access for Students

ED306.04 (d)(5)—EHAA-P—Personnel Schoolnet Acceptable Use Policy Form

ED306.04 (d)(5)—EHAA-S—Student Schoolnet Acceptable Use Policy Form

ED306.04 (a)(4)—EHB—Data Records Retention

ED306.04 (a)(4)—EHB-R—Local Data Records Retention Schedule

ED 306.04 (h)—JRA—Student Records

ED 306.04 (h)—JRA-R Student Records Access

ED 306.04 (k)(3)—KDA—Public Information Program

ED 306.04 (a)(12)—IMBA—Distance Education

ED 306.4 (k)(6)—IJO—Community Resources

ED 306.08—IJ—Instructional Materials Selection

ED 306.42 ICT Standards

**Procedures**

District Curriculum Planning Six Year Cycle

[Professional Development Master Plan](#)

[CIPA Compliance](#)